

Allendale Elementary

4561 Allendale-Fairfax Hwy
Allendale, SC 29810

Grades	PK-5 Elementary School	
Enrollment	503 Students	
Principal	Janice Kitchings	803-584-3476
Superintendent	Paula L. Harris	803-584-4603
Board Chair	Willie Priestler	803-584-3627

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	39	63	13

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Unsatisfactory	Unsatisfactory	N/A
2003	Unsatisfactory	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No
2005	Below Average	Good	Yes

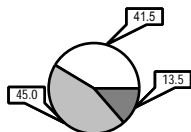
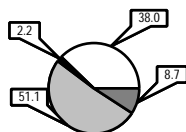
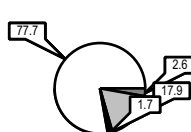
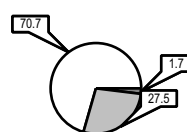
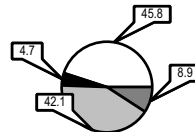
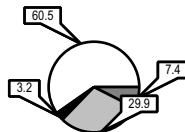
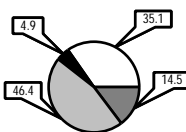
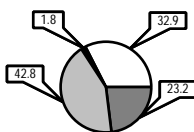
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	240	98.8	40.8	45.6	13.6	0.0	19.7	Yes	Yes
Gender									
Male	128	98.4	48.4	36.1	15.6	0.0	19.7		
Female	112	99.1	32.1	56.6	11.3	0.0	19.8		
Racial/Ethnic Group									
White	5	80.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	230	99.1	40.7	45.7	13.6	0.0	19.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	197	99.5	36.8	47.9	15.3	0.0	22.1		
Disabled	43	95.4	60.5	34.2	5.3	0.0	7.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	240	98.8	40.8	45.6	13.6	0.0	19.7		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	239	98.7	40.5	45.8	13.7	0.0	19.8		
Socio-Economic Status									
Subsidized meals	221	98.6	40.6	46.2	13.2	0.0	18.4	Yes	Yes
Full-pay meals	19	100.0	43.8	37.5	18.8	0.0	37.5		

Mathematics – State Performance Objective = 36.7%									
All Students	240	99.6	37.6	51.1	8.7	2.6	23.1	Yes	Yes
Gender									
Male	128	100.0	41.5	44.7	11.4	2.4	24.4		
Female	112	99.1	33.0	58.5	5.7	2.8	21.7		
Racial/Ethnic Group									
White	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	230	99.6	37.8	50.5	9.0	2.7	23.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	197	100.0	32.1	54.7	10.5	2.6	25.8		
Disabled	43	97.7	64.1	33.3	0.0	2.6	10.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	240	99.6	37.6	51.1	8.7	2.6	23.1		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	239	99.6	37.7	50.9	8.8	2.6	22.8		
Socio-Economic Status									
Subsidized meals	221	99.6	37.6	52.1	8.0	2.3	22.1	Yes	Yes
Full-pay meals	19	100.0	37.5	37.5	18.8	6.3	37.5		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	240	96.7	76.7	18.4	3.1	1.8	4.9
Gender							
Male	128	96.1	73.7	21.2	2.5	2.5	5.1
Female	112	97.3	80.0	15.2	3.8	1.0	4.8
Racial/Ethnic Group							
White	5	100.0	I/S	I/S	I/S	I/S	I/S
African American	230	96.5	76.9	18.1	3.2	1.9	5.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	197	100.0	74.2	21.1	2.6	2.1	4.7
Disabled	43	81.4	90.9	3.0	6.1	0.0	6.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	240	96.7	76.7	18.4	3.1	1.8	4.9
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	239	96.7	76.6	18.5	3.2	1.8	5.0
Socio-Economic Status							
Subsidized meals	221	96.4	77.3	18.4	2.9	1.4	4.3
Full-pay meals	19	100.0	68.8	18.8	6.3	6.3	12.5

Social Studies							
All Students	240	96.3	69.4	28.4	1.8	0.5	2.3
Gender							
Male	128	96.1	68.6	28.8	1.7	0.8	2.5
Female	112	96.4	70.2	27.9	1.9	0.0	1.9
Racial/Ethnic Group							
White	5	100.0	I/S	I/S	I/S	I/S	I/S
African American	230	96.5	69.4	28.2	1.9	0.5	2.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	80.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	197	100.0	67.4	31.1	1.6	0.0	1.6
Disabled	43	79.1	81.3	12.5	3.1	3.1	6.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	240	96.3	69.4	28.4	1.8	0.5	2.3
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	239	96.2	69.7	28.1	1.8	0.5	2.3
Socio-Economic Status							
Subsidized meals	221	96.4	70.5	27.5	1.4	0.5	1.9
Full-pay meals	19	94.7	53.3	40.0	6.7	0.0	6.7

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	70	100.0	34.8	37.7	27.5	N/A	27.5
	4	82	100.0	51.3	41.3	7.5	N/A	7.5
	5	105	97.1	61.4	33.7	5.0	N/A	5.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	87	96.6	27.2	46.9	25.9	0.0	25.9
	4	73	100.0	47.8	42.0	10.1	0.0	10.1
	5	80	100.0	49.4	46.8	3.9	0.0	3.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	70	100.0	31.9	60.9	5.8	1.4	7.2
	4	82	100.0	46.3	46.3	3.8	3.8	7.5
	5	105	97.1	58.4	32.7	6.9	2.0	8.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	87	98.9	32.9	59.8	7.3	0.0	7.3
	4	73	100.0	37.7	44.9	13.0	4.3	17.4
	5	80	100.0	42.9	48.1	6.5	2.6	9.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	87	96.6	68.8	25.0	5.0	1.3	6.3
	4	73	95.9	76.5	20.6	1.5	1.5	2.9
	5	80	97.5	86.5	9.5	1.4	2.7	4.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	87	96.6	73.8	26.3	0.0	0.0	0.0
	4	73	94.5	70.1	28.4	1.5	0.0	1.5
	5	80	97.5	64.9	31.1	4.1	0.0	4.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 503)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	18.4%	Up from 4.9%	4.0%	3.0%
Attendance rate	96.1%	Down from 97.5%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.0%	Up from 5.5%	6.2%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.7%	Up from 5.5%	5.5%	3.2%
Eligible for gifted and talented	0.8%	Down from 2.3%	4.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.3%	Up from 4.9%	8.1%	8.2%
Older than usual for grade	6.4%	Up from 2.3%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Up from 0.2%	0.0%	0.0%
Teachers (n= 44)				
Teachers with advanced degrees	40.9%	Up from 34.8%	50.0%	52.6%
Continuing contract teachers	65.9%	Up from 63.0%	77.4%	83.3%
Highly qualified teachers	95.3%	Up from 89.5%	92.0%	93.5%
Teachers with emergency or provisional certificates	11.4%	Down from 14.7%	3.0%	0.0%
Teachers returning from previous year	74.7%	Up from 72.0%	82.9%	87.0%
Teacher attendance rate	89.9%	Down from 93.2%	94.9%	95.0%
Average teacher salary	\$36,062	Up 5.8%	\$40,277	\$41,703
Prof. development days/teacher	14.1 days	Up from 11.5 days	14.3 days	12.8 days
School				
Principal's years at school	1.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	16.2 to 1	Down from 18.7 to 1	16.5 to 1	18.8 to 1
Prime instructional time	83.7%	Down from 87.7%	88.8%	89.8%
Dollars spent per pupil*	\$8,369	Up 4.4%	\$7,418	\$6,242
Percent of expenditures for teacher salaries*	60.7%	Up from 58.5%	63.9%	65.8%
Opportunities in the arts	Fair	Down from Good	Good	Good
Parents attending conferences	99.7%	Up from 99.0%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Average	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	88.5%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This year at Allendale Elementary School has been a great year of continued improvement, reinforcing our commitment to providing a learning environment where all students can achieve. Implementing our school-wide rules and emphasizing our school motto, "We succeed when Tigers R.E.A.D!" stresses to everyone that responsibility, effort, attitude, and determination are the keys to success for all, students and adults. With a focus on quality instruction to raise student achievement, our students and teachers have been engaged in numerous initiatives and activities that enhance and support their ongoing personal goals.

Each quarter our students have been recognized for their perfect attendance, effort, behavior, and academics. Small groups were formed to meet the needs of individual students across all grade levels. Our students performed at PTO meetings and other community functions. Students highlighted their writing during Authors' Tea celebrations. Extension beyond the regular hours included an after-school homework center with drama/dance, supplemental services, and enrichment for 4th/5th graders. Other opportunities such as The Career Expo, Gentlemen's Club, Smart Divas, and the AES Girls' Group focused on building self esteem, setting goals, and being successful. One of our 5th grade students was the winner of the Lt. Governor's Essay Contest for our school and the district. Our AES Dance group performed for our honorable governor when he visited our school.

Our faculty have worked hard this year. Teacher grants totaled an estimated \$20,000. One of our teachers became National Board certified. Twelve of our teaching assistants received their Associate Degrees and are now highly qualified. Our teachers have participated in staff and professional development focusing on best teaching practices that implement strategies in reading, writing, math, science, and social studies. Rose Stanley was selected Teacher of the Year.

We appreciate our PTO and School Improvement Council for their effort towards increasing parental and community involvement. Together we can make Allendale Elementary the best place for students to learn.

Mrs. Janice Kitchings, Principal
Mrs. Patrica Jenkins, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	43	70	12
Percent satisfied with learning environment	78.6%	88.2%	41.7%
Percent satisfied with social and physical environment	73.8%	73.9%	50.0%
Percent satisfied with school-home relations	23.3%	97.1%	50.0%

*Only students at the highest elementary school grade level at this school and their parents were included.